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ABSTRACT

Based on a survey of displaced homemaker service providers, this handbook provides techniques that can be used to promote positive thinking skills among displaced homemakers/persons in transition. The materials are designed to help women in transition to build their self-image and confidence after experiencing the impact of displacement. Exercises in the guide are geared toward getting the participants actively involved in the image-building process. Each exercise, when completed, is to be discussed in a group setting to allow participants an opportunity to share experiences. Following an overview of the guide and suggestions for leading workshops, the guide contains exercises on self-image, self-evaluation, decision making, assertiveness, depression, and role playing. (KC)

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HANDBOOK

FOR

Women in *Transition*

Book II- Being A Positive Person

1981

by

KATHY NOVAK, Ed.D.

U.S. DEPARTMENT OF EDUCATION
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RESOURCE PERSON'S GUIDE

Overview

In the fall of 1980, a survey of displaced homemaker service providers and a resource review was conducted. The purpose of these activities was to compile information on effective techniques that can be used to promote positive thinking skills among displaced homemakers/persons in transition. The final objective was to prepare resource materials for women in transition; to help them build their self image and confidence typically low after experiencing the impact of displacement.

The material presented in this Handbook is the final product of this project. The contents are designed to provide a framework for resource persons to lead group sessions for women in transition. Group leaders will need to supplement the content in the Handbook with resources available in their own centers. The exercises found in the Handbook are geared to getting the participants actively involved in the image-building process. Each exercise, when completed, should be discussed in a group setting to allow participants an opportunity to share experiences.

How To Use This Handbook

1. Review the contents of the Handbook and become familiar with the exercises.

2. Gather resources which your participants can use for the exercises such as paper, pens, etc.

3. Consider the needs and interests of your participants. Those with limited communication skills will need to spend more time on some of the exercises. Ice breakers can be used to help group members feel comfortable with the group setting. By asking participants to share their findings in each exercise, a group of people with similar problems can provide advice and support for each other. The main objective of the activities is to help participants learn about themselves and to build confidence in their ability to change their lives toward positive directions.

4. It is important that verbal feedback is given to participants for responses given. Each exercise should be concluded with statements of positive generalizations which participants can record in a personal log or journal.

SELF PORTRAIT

Contributed by: Ms. Julie Grogan
New Options for Displaced Homemakers
Williamsport Area Community College
Williamsport, PA 17701

Goal: To help participants get in touch with their feelings and to be able to express these feelings to others.

Materials: Paper and crayons

Directions: Ask participants to make a crayon drawing of their present situation. Have them present their drawings to the group with an interpretation of its meaning.

Variation: (Added by Dr. Kathy Novak, K.N. Associates)

As a follow-up to this activity, ask participants to complete a second drawing depicting what they want their situation to be like six months from now. Below the picture have participants write a list of events or things they must do within six months to make this a reality. (NOTE: This can be the basis for the development of a plan of action to achieve goals.)

WHAT'S YOUR CLAIM TO FAME?

Contributed by: Dr. Kathy Novak
K.N. Associates

Goal: To help participants more fully realize the worth of accomplishments within the homemaking experience.

Materials: Worksheet and pencil.

Directions: (Read) "Maybe famous your not, but let us just suppose for the moment that you were. Let's further suppose that your claim to fame came from some accomplishment in the home. What would it be? CLOSE YOUR EYES AND VISUALIZE FOR A MOMENT..... See yourself being introduced at a dinner to receive a Golden Award where ten people you admire the most were in attendance. What accomplishment would you pick for your award? What was it about this accomplishment that made you proud and feel good about yourself? What would the name of your award be? NOW OPEN YOUR EYES AND RECORD YOUR THOUGHTS. Select a second and third award (optional). You may wish to review and discuss the examples given by Mrs. X and Y (real responses).

(NOTE: If this exercise was particularly difficult for a participant, more self evaluation experiences should be encouraged.)

Accomplishment	Reason	Name of Award
1.		
2.		
3.		

EXAMPLE-MRS. X

Accomplishment	Reason	Name of Award
1. Sharing others grief, sickness, Wedding, parties & to take & to do my part in social, church & community functions to the best of my ability & perfection. (all or nothing)	my constant compulsion & a need that I must do for peace of mind, my "cross to bear", as to speak. ie; my weaknesses, self-pride, sacrifice, humbleness, etc. Not to be hypocritical,	"Love Slave"
2. Being available Consultations on employment, Children, relatives, health, disappointments, spiritual encounters by experience & virtue	Concern for family and friends	"Solicitude"
3. Parenting 8 consecutive years & student graduations (4 of Nursing) Close to home environment which attached; transportation, suits, clothing, managing, housing, grandmother, mother-in-law, Polka Band, family employment. & Pastor Minister (deaconess) Council Circle member,	Journal of Accomplishments	"Mother of the Year"

Resource couple for pre-marriage courses, Vice Pres of Church Council, Only representative of our Church Diocesan Council, Wife of K. C. Grand Knight & Welch Center Board Member, Cabin owner, Veg & flower garden, Church Annual picnic on premises. 8

EXAMPLE- MRS. Y

Accomplishment	Reason	Name of Award
1. My home was decorated with a warm-appealing atmosphere- where guests would feel they could immediately relax- (Antiques)- decorated with different antiques- (with meaning from our families) part-	I am interested in decorating gives me a feeling of accomplishment- it is important to have a relaxed atmosphere where the children feel (especially teenagers) can bring home friends & they feel at ease- (Thanksgiving began out on the porch.	Interior Decorator of the Year Award
2.		
3.		

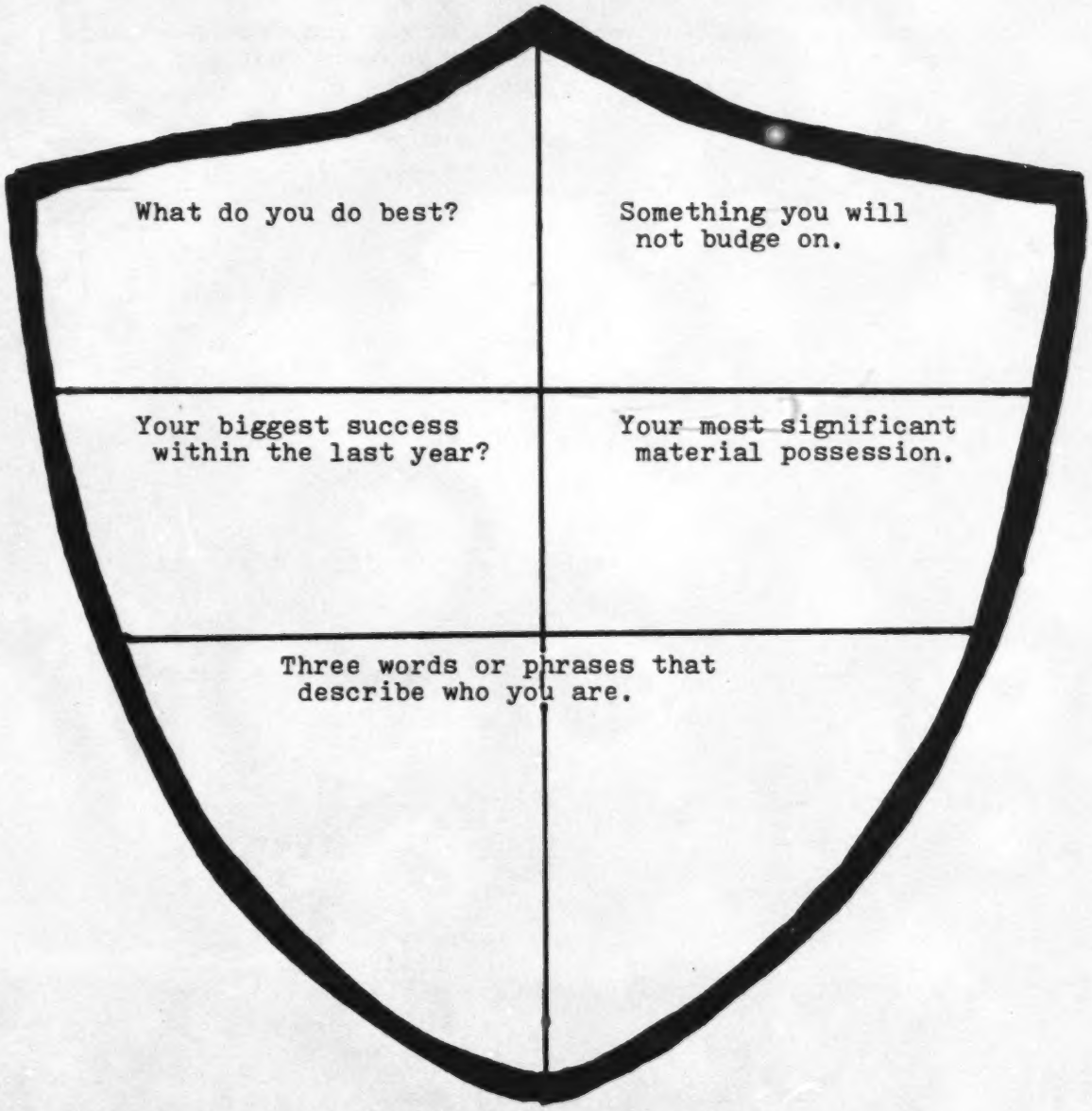
VALUE CLARIFICATION

Contributed by: Ms. Maureen Ambrose
Displaced Homemakers Program
Luzerne County Community College
Prospect St. & Middle Rd.
Nanticoke, PA 18634

Goal: The two exercises are used for value clarification and decision making discussions.

Materials: Worksheets and pencil.

V.....A.....L.....U.....E


What do you do best?
Something you will not budge on.
Your biggest success within the last year?
Your most significant material possession.
Three words or phrases that describe who you are.

DECISION MAKING

1. Write down an important decision you are facing right now.

2. What makes this decision important?

3. What are the alternatives for action that can be taken?

4. What outcomes, good and bad, can you predict for each alternative?

Thoughts

*How confident are you that you understand yourself?
*Can you accept responsibility for your decisions regardless of outcomes?
*Can you establish and set goals for yourself?
*Can you identify the barriers that prevent you from autonomy?
*Do you know what is most important to you and what you want most in life?

5. Write down three things you want most.

   a.

   b.

   c.

6. Examine what you have written. What does each thing have to do with what is important to you....What do you value?

7. What actions have you taken recently to support what you want and value?

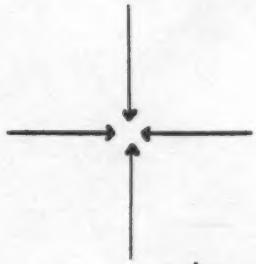
8. Are your actions moving you toward what you need and want? How?

9. Describe some aims or goals you have had:

Goal	Attained?	If not, why not?

10. List your personal shortcomings. Now list some barriers you face beyond your personal self.

Contributed by: Fort Wayne Women's Bureau, Inc.



WHO AM I?

SELF ASSESSMENT

In the space below write ten different responses to the question, "Who am I?" Write your responses in whatever way you think of yourself. Your framework for thinking of yourself may be the roles you have in your life, the positive and negative qualities you have, your skills and attributes, or several of these. Whatever your framework, find ten different answers to "Who am I?" and write them, in no particular order.

Now that you have ten statements describing yourself as you see yourself, think about what life would be like if you excluded one of the ten. Would you still be essentially the same person or not? In order to be more specific about this, rank your statements from 1 to 10. At the top of the ranking keep those statements that are most essentially you - those you could least do without. At the bottom of the ranking put those qualities you described that you could most easily do without.

JOURNAL WRITING

GOAL To introduce participants to the journal writing process as a means of articulating an unstructured and creative definition of one's self and environment.

DURATION 30-45 minutes.

MATERIALS Several sheets of blank paper for each participant.

DIRECTIONS

Discuss with participants their experiences in writing a journal or keeping a diary. Ask participants to list five to ten people who have played significant roles in their lives. These persons can be family members, friends, co-workers, community leaders, childhood heroes or heroines, etc. From the list, ask each group member to focus upon one person they have listed. Now, ask the participants to list the critical events which they think shaped that person's life. Then instruct the group members to write a letter or memo to the person they selected. The facilitator may ask these questions to motivate the participants to begin:

What would you like to tell this person?

What feelings, information, and ideas do you want to share?

Remind the participants that they have the option of delivering the letter to whom it is addressed, of sharing the letter with the group, or of keeping the letter for personal reference or destroying it.

After allowing about ten minutes for the participants to complete this exercise, initiate discussion by asking the following questions:

How did it feel to write your letter?

Would you consider delivering it to the person for whom it is intended?

What tone did your letter take - anger, support?

Would you care to read any part of it to this group?

Discussing the process of writing and sharing the contents are very important aspects of this exercise. Spelling, grammar, and composition are not important. The process of expressing feelings on paper is what makes this exercise meaningful.

VARIATION

To enable participants to focus upon their feelings, read the following series of open-ended statements. Ask the group members to complete the phrase as you read it. To be effective, the list must be read at a fast pace (30 seconds-one minute per statement).

I like . . .	Teachers . . .	I avoid . . .
At night . . .	I need . . .	I fear . . .
I consider myself . . .	When I'm alone . . .	Children . . .
I am closest . . .	I look forward . . .	I hate . . .
What annoys me. . .	Sexual relationships . . .	Math . . .
My grades . . .	My health . . .	My home . . .
People consider me . . .	School . . .	I wish people . . .
My greatest joy . . .	Secretly I would like . . .	I sometimes think .

Process the responses by reading through the list again and asking participants to call out their individual answers. A list which you develop yourself, or as a group, may be used.

A follow-up exercise could require participants to write a letter to themselves, with the facilitator actually mailing the letters in one week's time.

One book about journal writing, which could suggest other appropriate exercises to use with the group, is Keeping Your Personal Journal by George Simmons, Paulist Press, 1978. As Simmons states in that book:

> *Anyone can keep a journal. You don't have to be famous. You don't have to be a great writer. You don't need a lot of time or profound psychological insights. A journal is a simple thing. It is a way each person can come to a clearer sense of himself or herself through gentle and non-threatening process. It can also be a source of freedom, relaxation, and fun.*

EXPECTED OUTCOME

This exercise is an introduction to journal writing. One of the valuable aspects of this techniques with ABE students is the exposure to non-threatening writing experience. Journal writing provides a means of self-exploration, self-monitoring, and communication. It is particularly helpful to persons in transition since it documents their progress and growth. A sense of increased self esteem accompanies the reading of one's own written words and sharing those words, and the experience, with others.

BEAT THE BLUES

Contributed by: Dr. Kathy Novak
K.N. Associates

Goal: To overcome feelings of loneliness.

Directions: Discuss the following list of things that help "beat the blues" so many displaced people encounter during stages of adjustment. Ask participants to brainstorm for additional ideas to add to the list.

1. Learn how to depend on yourself to make you happy. Remove the constant need for another to do things for you.

2. Expand the number of people in your circle of life. Broaden your horizens in terms of friendships.

3. Expand the number of situations that make you happy. Pursue new hobbies, business organizations, church groups, sports, etc., so that there are a range of options available to you for spending your time. This may require that you "throw yourself into a new situation", at first. You may force yourself to do things you don't feel like doing, but later on find you begin to enjoy.

4. Talk to people. Don't keep your feelings locked up inside of yourself.

5. Realize that some depression is a normal part of life. Have two or three types of "treat" activities reserved for periods of depression such as a hot soak in the tub, playing an uplifting record or reading a favorite magazine.

6. Become more active during low cycles of the day or week. If evenings especially trouble you, join an evening card group, join the swimming pool and do a few laps each night,etc. If sleeping is a problem, exercise before bed and follow with a dish of ice cream or glass of milk (tends to make you sleepy).

7. Throw out old routines which no longer fit your new lifestyle. Explore, one by one, things you were always interested in but never found the time to pursue.

POSITIVE THINKING THROUGH CAREER PATHS

Background

Several service providers indicated that by directing participants to job hunt activities, their negative thoughts were replaced with more positive, goal accomplishing behavior. This is an exercise to help participants understand the need to make lifestyle decisions before initiating the job hunt.

Contributed by: New Mexico Commission on the Status of Women.
How Women Find Jobs: A Guide For Workshop Leaders.

1) INSTRUCTOR'S WORKSHEET--FANTASY

If your class is primarily interested in one kind of work, for example technical jobs, you might want to identify a specific job at the beginning and use it to get them through the exercise.

Do this exercise slowly. The most frequent error in this type of exercise is to go too fast. Lead the class through the exercise using a dialogue like the following:

> Everyone make themselves comfortable.
>
> Close your eyes. Imagine you are on a walk through the woods. It is a pleasant walk. In a moment I will be leading you through an imaginary work day. If at any time you are involved in an activity you don't enjoy, you can return to the woods for a while.
>
> What we are going to discover is what each of us likes and doesn't like about working. At the end of the exercise we will share our feelings if we so desire.
>
> The first thing you will do is get up in the morning to go to your job.
>
> What time will you get up? Is it early in the morning, or later?
> (Pause)

Now you must get dressed for work. What are you wearing? Are you comfortable in the clothes you have on?
(Pause)

How will you get to work? Are you walking, riding a bus, driving? How far do you have to go?
(Pause)

You have arrived at your job. What kind of building do you work in? Do you work inside at all?
(Pause)

What is your job? What is the first activity you must do? Do you like it?
(Pause)

How many people do you work with? Are they like you?
(Pause)

What do you do at lunch? Do you eat with the people you work with? Do you go home?
(Pause)

Do you go back to work after lunch? If so, are you doing the same thing you did this morning, or something different? Do you still like it?
(Pause)

What time do you get off work? Your boss asks you to work overtime. Can you? What errands must you run before going home?
(Pause)

You are back home. Are you fixing dinner? What time is it?
(Pause)

What do you do after dinner? Do you straighten up your house? Talk with family? Watch television? Read? Or do you have work which you have brought home?
(Pause)

What time do you go to bed in order to get to your job on time the next day?
(Pause)

Open your eyes. What did you think of the exercise? Does anyone want to share his or her fantasy?

NOTE: If the class is reluctant to discuss the exercise, the instructor can sometimes get a discussion going by relating her or his own responses to the fantasy. If you have a couple of places where you "go back to the woods," be sure to relate them and explain what they tell you about the kind of work you enjoy.

2) SAMPLE SKILLS DEFINITION

Feeling	Skill
1. I like to work with people	I can work in groups, organize others' activities, take direction, counsel an individual, or care for a sick person.
2. I like to work with my hands.	I can operate machinery, repair equipment, cut patterns, build projects to design specifications.
3. I enjoy getting out of the house.	I can leave my personal problems at nome. I am not afraid to meet new people. I am comfortable in different situations.

YOUR SKILLS DEFINITION

Feeling	Skill

TELEPHONE TREE

Contributed by: Dr. Kathy Novak

Goal: To provide a 24 hour support network for participants.

Directions: After working with participants for 1-2 sessions, explain that you will be developing a telephone tree. The purpose will be to give each person wishing to contribute, a number of people they can call during high stress periods of the day/night to share their feelings(relatives and friends are often burdened with such telephone calls and may not be as receptive as another who is also going through adjustment phases in lifestyle).

Be sure to make participation optional so that those unwilling to, DO NOT receive telephone calls. Collect the following information:

NAME		TELEPHONE	TIME O.K. TO CALL
First	Last		

Provide each participant with a telephone tree and also give a few tips on how such support can most effectively be given:

FOR CALLERS:
1. Limit your calls to 10-15 minutes.
2. Share your feelings at the time but do not prolong a discussion centered on negative thoughts. Talk about what you plan to do about your situation, what you did that day, instead.

FOR RECEIVERS:
1. Practice reflective listening skills. For example, help that person to clarify their feelings at the moment and the cause for the feelings. Refrain from passing judgment or minimizing that person's feelings by explaining how horrible your day was.
2. Draw that person's thoughts to a discussion of positive actions that can be taken to overcome periods of stress. Share any ideas you may have.
3. If you don't feel like talking at that time, DON'T. A polite explanation or statement such as, "Mary, I can't talk right now but I will call you back later.", is an appropriate way to respond and will let the caller know your situation.

FIVE IMAGE BUILDING SESSIONS

Contributed by: Albuquerque Technical-Vocational Institute

Goal: Five sessions geared to building self image among participants.

Introduction

The students coming to your class have, for the most part, an incredibly poor image of themselves and what they can accomplish. Many of them have been in the home for many years and consider themselves "just a housewife" or have been clerks or waitresses earning at or below minimum wage and do not believe that they can do better.

Many of the women who will enroll in this course are single parent heads of household or are anticipating becoming the chief money earner in the family. As an instructor, you will find it to your advantage to know about a range of resources from day care to dating. Your students will ask you about anything, i.e., getting loans, getting their hair styled, where to buy shoes for wide feet, etc. Be prepared!

Your job will be to show these women that they are moving from one successful career (usually homemaking) to another career--just as many men move from one career to another.

Class One

The first class is always a challenge. Many students aren't sure whether they really want to be in the class or not. Your job is to set them at ease and give them confidence in you and the rest of the class.

Class Introduction: Begin the class by giving the students your name and where they can reach you. Explain your hours and when you will be available. Let the students know that you are there to help them.

Explain why there is a class like this in your school or your organization. Explain the background and the funding source. You will be surprised how many of your students are interested in that aspect of the course.

Course Outline: Distribute your course outline (see sample outline in chapter appendix). Discuss the outline in detail. Have copies of books and

magazines, that you recommend, available to be distributed for students to examine. Also, distribute a bibliography of suggested reading. Make it clear to the students, however, that you do not expect them to purchase all the suggested publications. Be prepared to make suggestions for libraries and other centers in the community that might have publications for loan. Explain the types of speakers that you will be bringing in. Encourage questions. Give a sample interest/skill inventory exercise (see "I Like" sample in chapter appendix).

Ice Breakers:

Part of your time during this first class period should be spent in ice breakers. There are several suggestions at the end of the chapter. Any ice breakers that have worked for you in the past could be used, however.

Class Member Exchange:

The second half of your first class period should be spent in your getting to know class members and their getting to know each other. Have students group into pairs or possibly threes. Give the students at least fifteen minutes to talk in their group. The purpose of the small group discussion is for each individual to get to know the other. At the end of the discussion period each individual will introduce to the rest of the class the person with whom she spoke.

You should also participate in this exercise. You should either introduce yourself or participate in one of the small groups. The class should walk away the first day feeling that they know something about you <u>and</u> about their classmates.

This exercise is done during the <u>second</u> half of the class period in order to allow the women time to become more at ease and willing to communicate. Students should be encouraged to share information about their background, their families, their previous jobs, their homemaking experience, etc.

Assignment:

After this exercise, the assignment for the next class should be given. The assignment should be to write a brief essay on why the student is taking this class and what she hopes to get out of it. Ask the students to again look over the course outline and make any suggestions for additions that they may think important. Remind them to be brief. (The last class assignment will be a brief essay explaining what the student got out of the class. By comparing the first and last essay, you will be able to evaluate whether or not you are accomplishing the goals you have set for the class.)

Class Two

Past Impressions:

Begin the class by talking about the images which were impressed upon us as boys and girls that later formed the way we behaved, the way we thought and the goals we had. (See Image Exercise in chapter appendix.)

Word Association:

Explain to the class the importance of word association. Ask the students to list words that they associate with men and women. Encourage them to use slang words also.

Sample words might be:

MAN	WOMAN
male	female
masculine	feminine
successful	homemaker
strong	gentle
dominant	domineering
heroic	nurturing
agreeable	compromising

capable	helpful
striving	pushy
stud	bitch
fox	broad
gentleman	lady
boy	girl
aggressive	assertive

Ask the class to comment verbally on whether they feel positive or negative about these words. Now ask them to indicate which words would most appropriately be used to describe someone successful in the business world. Compare the words when used with the opposite sex with which they are usually associated. Ask the class to express their feelings about these associations, i.e., a gentle man, a forceful woman. Point out that these word associations are based on the images we have built for ourselves since childhood.

Homemaker Skills:

Ask the class to describe the successful homemaker. Then ask them to list some of the occupations that homemakers practice during their careers. Students should be able to identify at least fifty occupations, i.e., nurse, tutor, child care specialist, lover, cook, laundry person, bookkeeper, emergency medical technician, plumber, electrician, baker, family counselor, receptionist, recreation leader, interior decorator, seamstress, comparison shopper, chauffeur

Explain that each of these occupations ar paid positions--actual jobs in the "real" world. Reinforce the idea of pay by quoting the statistics from Passages found in the chapter appendix. Stress that the point of the next few weeks will be to help the students identify what they like to do, what marketable skills they have already, and what type of training is needed to learn additional skills.

Class Three

First Day Essays:

Begin this class by reading excerpts from the first day's assignments. This enables students to see where their fellow class members are in their goal formations and aspirations.

Assertive, Non-Assertive, Aggressive:

Ask students to define assertive, non-assertive, and aggressive. Typical definitions are:

Assertive--behavior that involves direct expression of one's feelings in a manner that is non-threatening toward another individual.

Non-Assertive--behavior that involves failure to express one's feelings or involves expressing them in an indirect manner

Aggressive--behavior that involves direct expression of one's feelings in a manner that disregards or infringes upon another individual's rights

Contradictory Beliefs:

In order to explain how women get into a habit of non-assertive behavior, you can discuss the following list of contradictory beliefs. Use examples that will be familiar to the group with which you are working.

For years you have been taught that:

1) you do not have the right to say no to a friend's request.

2) you must provide everyone with a logical justification for your behavior at all times and in all situations.

3) you must not ask others for favors that might inconvenience them.

4) you must not disagree with others, especially elders.

5) you must not question authority

6) you must not show anger to others, especially friends.

7) you should be liked or at least admired by practically everyone.

8) you should not make mistakes.

9) if you can't say anything nice, you shouldn't say anything at all.

Point out that as homemakers, your students almost always practice these beliefs. Ask the class to give examples, in each area, where they have practiced these beliefs at home or in a working environment, if they have worked.

Assertive Examples: Tell your students that they do have rights to express their beliefs or feelings; they can be assertive!

Reinforce the point that assertive behavior or statements are non-threatening. Use examples such as those found in the chapter appendix.

Bill of Rights: Distribute copies of the Bill of Rights as found in Chapter One appendix.

Discuss each right and use examples relevant for your group of students, i.e.; 1) The right to be successful--society illumines the millionaire or the politician as successful. Women must learn that they can be successful in whatever field they attempt and that they do not have to be a millionaire to achieve success. 2) The right to make mistakes--society has taught us that women must never make mistakes; that they cannot be incompetent. There are, however, many men in important positions who

make mistakes and society shrugs its shoulders and the world doesn't fall to pieces. Women must learn that they can make mistakes and grow from those mistakes.

Assignment: For next class, have students add to the Bill of Rights and be prepared to discuss the reasoning for their additions.

Class Four

Bill of Rights: Open class by discussing the students' additions to the Bill of Rights.

Assertiveness vs. Non-Assertiveness: Discuss the advantages of being assertive and non-assertive.

Advantages of Being Non-Assertive	Advantages of Being Assertive
1. You don't create conflict.	1. You set your own priorities.
2. You are protected.	2. You gain independence.
3. You don't have to make major decisions.	3. You increase your control of situations affecting you.
4. You aren't rejected because you don't express opinions.	4. You are responsible for your own behavior.

V Quotient: The "V" in V Quotient (see appendix) stands for victim. If students check yes in more than half of the questions, they are allowing themselves to be victimized. This exercise should precede the Game Playing discussion. Game players often zero in on individuals who allow themselves to be victimized. The victim behavior can be changed by practicing assertive behavior. If time permits, role playing to overcome victimization would be appropriate.

Game Playing:

In being non-assertive, people have a tendency to play games because they are not comfortable in being honest and expressing their opinions. Your students will find all of these game players in the work world. The game players have also been institutionalized in some of our more well-known stories, nursery rhymes, legends, and jokes:

The Sufferer:

Cinderella--This is the individual who is pitiful and hopes to be rescued from her plight by making everyone aware of her miserable circumstance. This individual, in the office, does all the work that others don't want to do, resents having to do it and hopes that someone will notice how overworked she is and take part of her work load.

The Uninvolved One:

Sleeping Beauty--This is the individual that makes no decisions. Her answer is always, "I don't care." She assumes someone will come along and make her decisions for her. In the office, she is the worker whose superior always tells her what is best for her.

The Wet Blanket:

The Mother-In-Law--This is the individual who doesn't want to argue, but she doesn't want to support others' ideas either. This individual, in the work environment, is the one who points out flaws in everyone else's opinions and work but doesn't voice an opinion of her own.

The Saboteur:

The Stepmother in Snow White--This is the individual who says yes to doing work that she doesn't want to do but gets even with the person making the request by failing to do the job properly. The secretary who doesn't want to make coffee and always makes dreadful coffee is playing the saboteur game.

The Seductress:

The Siren--Legend and literature give us many examples of the individual who uses her sex to obtain her goals rather than actually making a straight forward request. In the business world, this may be the individual who believes that she has to sleep with the male client in order to make a sale or get a contract.

Body Language:

Spend some time discussing the effects of body language as a form of non-verbal communication. This can be repeated and re-emphasized during the interview techniques section.

Be sure and discuss all phases of non-verbal communication:

1. general overall appearance and attitude
2. voice
3. eyes
4. stance and posture
5. hands
6. facial expression

Have the class give examples of assertive, non-assertive and aggressive behavior in each of the non-verbal communication areas.

Personality:

Discuss with your class the various parts of an individual's personality that cause her to react in certain ways that participate in the game playing mentioned earlier. Use Eric Berne;s Parent, Adult, Child Ego concepts:

Parent: warm, loving, inconsistent, overprotective, judgmental, scolding

Adult: independent thinking, rational, objective

Child: inborn impulses, expressiveness, imagination, intuition, manipulation

Talk about the fact that too much of any one of the personality components may make us non-assertive or aggressive. By balancing the three components, we become assertive individuals. It is important for each woman to realize that she is mother, woman and girl.

Assignment: The assignment for tomorrow is to write a brief essay from the student's own perspective on the disadvantages and advantages of being assertive.

Class Five

Introduction: This class is geared to be held on Friday. The assignment needs more than one day to complete. If this is not the way your course is set up, you need to rearrange the class offerings in Chapter One.

Essays: Begin this class by having individuals read their essays on the advantages and disadvantages of being assertive.

Role Playing: Divide the class into groups of two or three. Give each group a situation that would be typical in a work environment (see chapter appendix.) Have them act out their situation in <u>two</u> ways. Have the remainder of the class comment on whether the incident was portrayed in an assertive, non-assertive or aggressive manner.

Assertive Self-Assessment: Take the last part of the period to have the students fill in the self-assessment chart in the appendix. Instruct them to think about each alternative and to be honest with themselves. After they have completed the chart, tell them to look closely at those areas where they have put always or sometimes.

Image Exercise

Baby Boy	Baby Girl
People comment that he's a chip off the old block/super tough/ look at that fist, etc.	People comment that she's sweet, adorable, dainty, etc.

Toddler Boy	Toddler Girl

Nursery rhymes present Jack climbing the beanstalk, jumping over the candlestick, and slaying the dragon. Nursery rhymes present Lazy Mary won't you get up, Little Miss Muffet frightened by the spider, and Little Bo Peep, who lost her sheep.

By the time children are three, they are already beginning to conceive boys as active leaders and protectors and girls as passive followers, nurturers and assistants (helpers).

Grade School Boy Games	Grade School Girl Games
Baseball	Hopscotch
Stickball	Jacks
Flag football	House
	Jump Rope

High School Boy Games	High School Girl Games
Baseball	Gymnastics
Football	Swimming
Basketball	Golf
	Tennis

Little boys participate in team sports, learn team competiveness and rivalry. Little girls participate in individually competitive games. In high school, although girls and boys participate in a number of sports interchangeably, boys again tend to excel in team sports and girls in individually competitive sports.

From an early age both boys and girls are structured to play the roles that they play later in life.

Group participants should be encouraged to add to the images at various age levels.

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Women in Transition

BILL OF RIGHTS

1. The right to be successful.
2. The right to compete.
3. The right to set your own priorities.
4. The right to be treated with respect and not be taken for granted.
5. The right to have and express your own feelings and opinions and have them taken seriously.
6. The right to ask for what you want.
7. The right to ask for information from professionals.
8. The right to say no without feeling guilty.
9. The right to get what you pay for.
10. The right to make mistakes.
11. The right to take time for your own leisure.
12. The right to your own body.
13. The right to change your mind.
14. THE RIGHT TO CHOOSE NOT TO ASSERT YOURSELF.

Assertive Examples

Example #1:

A woman purchases a blouse. When she gets the blouse home, she finds that it has a flaw. She goes back to the store and asks for her money back. She does not demand her money back nor buckle under when the clerk suggests that the store's alterations person could mend the blouse.

Example #2:

The boss tells the secretary at 4:45 p.m. that he has 20 more pages of typing that he wants done that evening. The secretary tells the boss that she will be happy to do as much as she can before 5:00 p.m. and will start on the work first thing in the morning, but she cannot stay late tonight. She does not cry or lose her temper.

Example #3:

The mother must get a job for financial purposes and her own mental well being. She talks to her two children about her problem and the various alternatives that the job market holds in store. She doesn't cry with them about her tragic situation nor simply go out and get a job and avoid telling the children until she is forced to.

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Women in Transition

"V" Quotient

Put an X after yes or no for each question.

1. When you are asked a question, do others answer for you?

   Yes_____ No_____

2. When someone becomes angry with you, do you try to pacify them and just become quiet rather than make a scene?

   Yes_____ No_____

3. When you tell a friend that someone has mistreated you, do they usually empathize and agree that you have been victimized?

   Yes_____ No_____

4. Do you get upset when you can't get your point across to another person?

   Yes_____ No_____

5. Do you explain yourself a lot and resent having to do it?

   Yes_____ No_____

6. Do you find it difficult to walk away from people you find annoying?

   Yes_____ No_____

7. When you disagree with someone, do you become disagreeable?

   Yes_____ No_____

8. Do you accept unpleasant chores whenever they are given to you?

   Yes_____ No_____

9. Are you afraid of hurting people's feelings?

   Yes_____ No_____

10. Do you blame others for things that happen to you, i.e., "That man pulled in front of me with his car and it made me mad."?

    Yes_____ No_____

Role Playing Exercise

Example #1

You are starting a new job tomorrow. At 10:00 p.m. your teenager comes in with a particular clothing outfit that she wants you to wash for tomorrow.

Example #2:

You were assigned to work with another individual in the office on a project. To this point that individual has not helped with the project. The deadline is getting close and in order to finish, you must enlist the other person's help.

Example #3:

An individual that works in your office does not have a car and lives in your neightborhood. She ask you if you will take her home every night. Two nights a week you have meetings shortly after work.

Example #4:

As part of your responsibility in your job you have made an appointment with an individual in state government. You have to drive 50 miles to this individual's office. When you arrive, you find that too many appointments were scheduled and the individual will be unable to see you.

Example #5:

You must leave for two days on a business trip. You need to ask your neighbor to water your plants.

Example #6:

The individuals that you are supervising are taking 20-minute instead of 15-minute coffee breaks. There have been some complaints. You must talk to your employees.

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Self-Assessment Assertive Index

I Have Difficulty With the Following Actions:	Female Friends	Male Friends	Close Relations (spouse, friend)	Parents, In-laws	Children, My Own	Children, General	Authority Figures (lawyer, doctor)	Sales-people waiters, clerks	Classmate Colleague
Giving compliments to									
Accepting compliments from									
Making requests e.g. asking for favors, help, etc. from									
Expressing love, liking, or affection for									
Initiating and maintaining conversations with									
Standing up for my legitimate rights with									
Refusing requests from									
Expressing personal opinions including disagreement to									

Fill in each box. Use the terms always, sometimes, seldom and never.